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ABSTRACT

This report traces the evolution of Cuyahoga Community College's (CCC) present general education degree requirements, and discusses some educational issues involved in establishing the requirements and some current pressures for change, the major thrust being to reduce the total credits required for associate degree specialization. Current CCC degree requirements were established in 1965: satisfactory completion of no fewer than 93 quarter hours, completion of no fewer than 30 of those 93 hours while attending CCC, and maintenance of an overall "C" average. In July 1975, the Ohio Board of Regents established credit requirements for all degrees offered by public institutions within the state at a minimum of 90 and maximum of 96 credits for associate in arts and in applied business degrees, and at 103 minimum and 110 maximum for the applied science degree. The CCC Degree Requirement Subcommittee of the Curriculum Committee, in October 1977, proposed changes in CCC requirements to bring them in accordance with the state: upgrade the level of some associate degree coursework and reduce the general education credits required for applied business and science degrees. Appendices compare degree requirements for all students and for each associate degree throughout the college's history, and present the CCC philosophy and educational objectives. (TR)

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A BRIEF HISTORY
OF
GENERAL EDUCATION REQUIREMENTS
AT
CUYAHOGA COMMUNITY COLLEGE

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OFFICE OF EDUCATIONAL PLANNING AND DEVELOPMENT

CUYAHOGA COMMUNITY COLLEGE

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ABSTRACT

This report traces the evolution of Cuyahoga Community College's present degree requirements. It discusses some of the educational issues involved in the establishment of these requirements and some of the current pressures for change--the major thrust being to reduce the total number of credits required for Associate degree specializations.

PREFACE

Presented here is a report which may serve as a case study of how one major community college has approached general education as a degree requirement. The record is sketchy, particularly lacking in the critical material which would set forth the links between the objectives and the requirements. Statements which would indicate how the requirements would be expected to contribute to the attainment of the objectives are non-existent. Thus there is no record of why one proposed set of degree requirements in general education was preferred over another.

Perhaps this study will help to illuminate what remains to be done.

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INTRODUCTION

Since the beginning of formal educational institutions there has been concern over the proper role of those institutions in educating and training students. Schools have been assigned the tasks of preserving the culture of the land, of producing employable, well-rounded adults to maintain the society and of furnishing informed citizens to participate in the proper functioning of the state. The emphasis to be placed on each of these tasks has been the source of debate throughout the history of education.

The unique role of the Community College as an educational institution makes it particularly sensitive to the criticisms directed at all schools. As open-door, public institutions, they have undertaken the Herculean task of providing a place to receive help in upgrading old skills or acquiring new ones, a place where post secondary level studies may be attempted by students of all ages, a place where new interests may be explored, and a place which serves as a cultural center for the community.

At the present time Cuyahoga Community College, a fourteen year old, three-campus institution in Cuyahoga County (Ohio), is struggling to evaluate and possibly revise the demands it places upon its students before awarding them the degrees of Associate in Arts, Associate in Applied Business and Associate in Applied Science. This document has been prepared in order to bring perspective to deliberations of this nature. By outlining the history of the present degree requirements at Tri-C, as well as some of the educational issues considered in establishing them, it is hoped that sufficient background material has been furnished to help the Degree Requirement Committee in its study, as well as offering an enlightening parallel for those who may be involved in similar processes of change.

HISTORY OF DEGREE REQUIREMENTS

The State of Ohio granted a charter to the Cuyahoga Community College District on December 5, 1961. At that time, the "most optimistic view among outside educators was that classes might begin by September of 1965."[1] However, the College opened its doors to a record new-institution enrollment of over 3,000 full- and part-time students on September 23, 1963.

The Spring and Summer of 1963 were spent in a search for administrators, faculty, and staff, physical accommodations and renovation of equipment, as well as developing course outlines and choosing appropriate textbooks.

Among the first to be hired by the Board of Trustees were Dr. Charles E. Chapman, President and Dr. Ellis M. Benson, Dean of Instruction. Both educators had years of experience in the well-established community college system in California. With little time to prepare and no faculty to consult, they relied upon their own educational philosophies and the goals stated by the Board of Trustees in the Official Plan for Cuyahoga Community College to establish the original list of course offerings and degree requirements. The result was that the program prescribed for students wishing to receive an Associate of Arts degree from Cuyahoga Community College were basically a translation of those found in most California junior and community colleges. It was anticipated that the majority of Tri-C graduates would transfer to four-year Liberal Arts institutions, in accordance with the pattern existing in California. The University Parallel program satisfied most of the requirements existing at that time for first and second year students in area colleges and universities.

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[1] Interview with Prof. Jack Porter, 11/77.

Within a very short period of time it became evident that, as anticipated by the Board of Trustees. there was a growing demand, both from students and from emoloyers, for an increased number of Technical-Occupational programs. By the Spring of 1965 it had been decided that two degree programs should be available to the students -- Associate in Arts and Associate in Science. Dr. Chapman, Dr. Benson and Dr. Fred C. Sutton, Director of Technical Education, with assistance from members of the faculty, established the degree programs with requirements as seen in Appendix II. Since that date a number of relatively minor changes have been made -- some accounted for by the change from semester to quarter scheduling, some due to student and faculty pressures, and some to facilitate the degree designations of Associate in Applied Science and Associate in Applied Business instituted in 1974.

There was, however, one major agreement reached in time to be included in the 1965-66 Catalog. After extensive, searching discussions, the numbering system used to indicate Technical and Business-oriented courses was converted so that these offerings used the same system as the University Parallel courses. Instead of numbers beginning with 0,[1] they were changed to 100 (Freshman) and 200 (Sophomore) designations. It was felt that students enrolled in Career programs were not involved in work that was in any way inferior to that of Liberal Arts majors -- just work that was more highly specialized. As the three campuses of Cuyahoga Community College were established, facilities for the Career programs were fully integrated with and of equal quality to those used by Associate of Arts students.

Files of the Degree Requirement Committee, although incomplete, indicate that there has been dissatisfaction with the general education requirements almost since their inception. On at least five occasions committees have been charged with the responsibility "to re-evaluate the graduation requirements of the College and to recommend whatever changes seem appropriate in light of the College philosophy and the practical

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[1] This system of designation was common practice in Open Admission community colleges in other states at that time.

needs of the various curricula."[1] A number of studies have been made and a number of changes have been proposed. However, except for some added options offered to students in order to satisfy their Communication and Social Studies commitments, no changes have been made since the requirements were established in 1965. Far-reaching changes were tabled by the College Administration, or the committee recessed or changed personnel, and the study process was begun over again instead of being renewed using existing information gathered in previous studies.

On October 25, 1977, the Degree Requirement Subcommittee of the Curriculum Committee was again charged with the task of reevaluating and possibly revising the prerequisites for graduation. This change was made by Dr. John J. Koral, Vice Chancellor for Educational Planning and Development. Correspondence from Dr. Max J. Lerner, Vice Chancellor for Two Year Campuses of the Ohio Board of Regents[2] offered added impetus to the undertaking.

The Ohio Board of Regents has established "its idea of the appropriate course credit requirements"[3] for all degrees offered by public institutions within the state. The Associate in Arts and the Associate in Applied Business Degrees were set at a minimum of 90 and a maximum of 96 course credits. The Associate in Applied Science Degree was set at a minimum of 103 and a maximum of 110 course credits. Dr. Lerner noted that several of the College's degree programs "exceed the ... maximum credit hours permitted by Rule 4. You must redesign these programs to get the total credit hours in line."[4] *

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[1] Report of Ad Hoc Committee on Graduation Requirements, July 14, 1967, pg. 2.

[2] Letters from Dr. Max J. Lerner, Vice Chancellor for Two Year Campuses of the Ohio Board of Regents, Columbus, Ohio, April 27 and October 21, 1977.

[3] Ohio Board of Regents supplement to R.G. I-02, Statement on Enrollment and Appropriate Support, July 1, 1975, pp 2-3.

[4] Dr. Lerner, op. cit.

* The programs in question, namely Food Preparation, Dental Hygiene, Physician Assisting and Optometric Assisting predate and/or were approved by the OBOR before the guidelines of Rule 4 were promulgated.

The changes in degree requirements proposed by past Committees fall into two major categories -- 1) upgrading the level of some of the course work for the Associate in Arts Degree and 2) reducing the number of general education credits required for students receiving degrees in Applied Business and Applied Science. Both proposals were mentioned by Dr. Lerner.[1]

1. Associate of Arts Degree

A report from the District-Wide Degree Requirements Committee dated July 22, 1975 suggested revisions in the requirements for the Associate of Arts Degree in order "to conform to Ohio Board of Regents guidelines" which would "eliminate the necessity for Cuyahoga Community College Associate in Arts' graduates to be subjected to a course by course evaluation of their earned credits by receiving four-year institutions."

Those portions of the degree requirments for which changes were proposed are presented in Table 1.[2]

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[1] Dr. Lerner, op. cit.

[2] For complete degree requirements for the Associate of Arts Degree, see Appendix III.

TABLE 1

SPECIFIC GRADUATION REQUIREMENTS

Present	Proposed
1. Minimum competency in communication as verified by one of the following sequences: a. English 091, 092, 093 and 101. b. English 091, 101 and 102. c. English 101, 102 and 103. English 091, 092 and 093 - Essentials of Written Communication. English 101, 102 and 103 - College Composition.	1. Minimum competency in communication as verified by the following course sequence: English 101, 102 and 103.

ELECTIVE GRADUATION REQUIREMENTS

Present	Proposed
1. A total of no fewer than 27 quarter hours of electives to be selected from any three of the following four areas: a. Humanities b. Science and Mathematics c. Social Science d. Career Programs, including Technical and Business offerings. 2. No fewer than nine quarter hours may be chosen from any one area. Courses used to satisfy the preceding Communication and Social Science requirements may not be used again for this elective requirements.	1. A total of no fewer than 45 quarter hours of electives to be selected from the three following areas: a. Humanities b. Science and Mathematics c. Social Sciences 2. No fewer than 15 quarter hours may be chosen from any one area. Courses used to satisfy the preceding Social Science requirement may be used again for this elective requirement. 3. Additional elective quarter hours may be chosen from any of the four following areas to complete the 93 quarter hour requirement for graduation: a. Humanities b. Science and Mathematics c. Social Science d. Career programs, including Technical and Business offerings. 4. A total of no fewer than 15 of the 93 quarter hours required for graduation must be sophomore level (200) courses.

The changes proposed by the 1975 report would bring the Associate of Arts degree into conformity with the Ohio Board of Regents guidelines, and would more closely parallel the present requirements for the Freshman and Sophomore years of most Liberal Arts colleges. Furthermore, the suggested requirement that a certain number of quarter hour credits be taken in Sophomore (200) Level courses would bring the Associate of Arts degree up to par with the Associate of Applied Business and Associate of Applied Science Degrees. An investigation of the Suggested Semester Sequence guidelines would indicate that all but one of the specializations for an Applied Degree require 200 Level course work. (The A.A.B. Degree with Concentration in Banking and Finance requires only 100 Level courses. Other concentrations range from a low of six for an A.A.B. in Production and Inventory Management, and seven for an A.A.S. in Drafting and Design with Illustration Option, to a high of 56 for an A.A.S. in Radiologic Therapy.) Many Suggested Sequences begin 200 Level work by the third quarter of attendance by full-time students.

2. Associate in Applied Business

The Degree Requirement Committees of 1971 and of 1975 each accepted proposed changes in the Associate in Applied Business, which were later tabled. Although the degree was offered to the students in 1974, the requirements are virtually unchanged from those of the Associate in Science dating from 1968. Both proposals would have the effect of reducing the general education requirements for A.A.B. students. A comparison of present criteria and the proposed changes follows:

TABLE 2

B. SPECIFIC GRADUATION REQUIREMENTS

Present	1971 Proposal	1975 Proposal
1. Minimum competency in Communication as verified by one of the following sequences: a. English 091, 092 and 093. b. English 091, 101 and 102. c. English 101, 102 and 103. d. English 091, 092 and Speech Communication 100 or 101. e. English 101, 102 and Speech Communication 100 or 101.	1. Unchanged from existing requirements.	1. Minimum competency in communication as verified by one of the following sequences: a. English 101, 102 and 103. b. English 101, 102 and Speech Communication 100 or 101.
2. Completion of one of the following sequences: a. History 101, 102 and 103. b. History 151, 152 and 153. c. History 170, 171 and 172. d. Political Science (any three courses). e. Social Science 103 or Sociology 101, Social Science 104 and 105. f. Geography 103, History 164, Economics 151 or History 251.	2. Completion of at least 8 quarter hours from one of the following: Anthropology Geography History Political Science Psychology Social Science Sociology Education	2. Unchanged from present requirements.

TABLE 2 (Concluded)

C. ELECTIVE REQUIREMENTS

Present	1971 Proposal	1975 Proposal
1. A total of no fewer than 18 quarter hours of electives to be selected from any two of the following three areas: a. Humanities b. Social Science and Mathematics c. Social Sciences.	Completion of at least 8 quarter hours from either Group I or II, and at least 3 quarter hours from the other: Group I: Art, Music, Speech, Theatre, Philosophy, Introduction to Humanities, Foreign Language, Journalism, Literature, Dance Group II: Biology, Chemistry, Geology, Mathematics, Physical Science, Physics C. Business Administration Core 1. Requirements - 2 of the following - 6 hrs. Accounting - 111 or 121 Economics - 100 or 101 2. Options - three of the following - 8 hrs. Accounting-Business Math 107 Business - 108, 201 or 213 Data Processing - 101 Secretarial Science - 101 or 150 D. Major Area - Total 19 hours E. Electives - 14 hours which may be chosen in Business Administration or other electives of personal preference.	1. A total of no fewer than 9 quarter hours of electives to be selected from any one of the following three areas: a. Humanities b. Science and Mathematics c. Social Sciences.
2. No fewer than nine quarter hours may be chosen from any one area. Courses used to satisfy the English/Communication or Social Science requirements may not be used again for this elective requirement.		2. Courses used to satisfy the English/Communication or Social Science requirements may not be used again for this elective requirement.

3. Associate in Applied Science

The greatest pressure to reduce the general education requirements is being exerted by those concerned with the Associate in Applied Science Degree.

The Ohio Board of Regents, in Rule 1-02, established the Associate of Applied Science Degree course credits as a minimum of 103 and a maximum of 110. However, in Rule 1-04 it stated that "degree programs offered as technical education ... should provide as a minimum 1) forty-five quarter credits of technical specialization ... 2) twenty-one quarter credits of basic related studies ... and 3) twenty-one credits in non-technical or general studies ... [including] oral and written communications, humanities and social studies."[1]

Although this does not total 110 credits, it designates approximately a 50-25-25% distribution of stipulated credits. Dr. Lerner noted that the general education requirements for the Applied Degrees "in many instances exceed the recommended distribution percentage as stated in Rule 4." He added that "the College may wish to examine the potential of reducing this requirment as a means of complying with the 110 credit hour maximum permitted in the Rule. This might also permit the insertion of ... two or three technical electives in each program" to permit more flexibility from the student's standpoint.

A number of the Applied Science programs, however, are geared to accomodate certification demands of external licensing agencies. Since these agencies will not reduce their demands upon graduates, the onus is placed upon the College to compress

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[1] Ohio Board of Regents, R.G. 1-04, Standards For The Approval of Associate Degree Programs July 1, 1972, pg. 10.

the credit hours of career program courses, or to reduce the general education portion of the requirements for the degree, without compromising the Philosophy and Educational Objectives of the College.* A number of plans have been proposed in the past ten years, but none has been put into effect.

A further dilemna arises since the Ohio Board of Regents desingates a distribution of courses into categories which are not mutually exclusive, that is, "technical specialization," "basic related skills" and "general education."

"Technical specialization" courses are those designed to meet the demands of a particular area of endeavor. "General education" can be considered as the body of knowledge which is shared by "educated" persons, although the specific component parts of that body of knowledge may vary from one defining framework to another. One part of general education is the body of specific skills required by all functioning members of society. This could be summed up as competency in the "3 Rs," and is often called "basic education." This is not to be confused in this case with "basic related skills," which are those studies which are prerequisite for more advanced study in a specialized area.

A difference of opinion arises over the classification of some courses. For example, students are offered the option of several English and Speech sequences in order to demonstrate "competency in communication." Dr. Lerner classified oral and written communication as "general studies." Most educators will agree that these are basic skills vital for survival in society today. However, for majors in Office Management the ability to speak, write and spell correctly are as "basically related" as are Physics and Trigonometry for the Engineering

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*See Appendix IV

Technician and Biology for the Nurse. Since no clear-cut distinction has been made among the categories, some courses are "juggled" from one area to another in student's records when determining eligibility for graduation.

A comparison of the present requirements for the Associate in Applied Science degree and the changes proposed by the Degree Requirements Committee follows.

For a summary of all changes in degree requirements from the opening of the College in 1963 until the present (1978), see the chart on page 15.

TABLE 3

A. OTHER GRADUATION REQUIREMENTS

Present	1971 Proposal	1975 Proposal
The satisfactory completion of no fewer than 93 quarter hours.	Unchanged from present requirements.	Satisfactory completion of no fewer than 106 quarter hours.

B. SPECIFIC GRADUATION REQUIREMENTS

Present	1971 Proposal	1975 Proposal
1. Minimum competency in communication as verified by one of the following sequences: a. English 091, 092 and 093. b. English 091, 101 and 102. c. English 101, 102 and 103. d. English 091, 092 and Speech Communication 100 or 101. e. English 101, 102 and Speech Communication 100 or 101. 2. Completion of one of the following sequences: a. History 101, 102 and 103. b. History 151, 152 and 153. c. History 170, 171 and 172. d. Political Science (any three courses) e. Social Science 103 or Sociology 101, Social Science 104 and 105.	1. Unchanged from present requirements 2. Completion of at least 8 hours from one of the following: a. Anthropology b. Economics c. Geography d. History e. Political Science f. Psychology g. Social Science h. Sociology i. Education 3. Completion of at least 8 hours from either Group I or Group II and at least 3 hours from the other. Group I: Art, Music, Dance, Speech, Theatre, Philosophy, Foreign Language, Journalism, Literature, Introduction to Humanities Group II: Biology, Chemistry, Geology, Nutrition, Physics, Physical Science	1. Minimum competency in communication as verified by one of the following sequences: a. English 101, 102 and 103. b. English 101, 102 and Speech 100 or 101. 2. Unchanged from present requirements.

TABLE 3 (Concluded)

C. ELECTIVE GRADUATION REQUIREMENTS

Present	1971 Proposal	1975 Proposal
1. A total of no fewer than 18 quarter hours of elections to be selected from any two of the following three areas: a. Humanities b. Science and Mathematics c. Social Science 2. No fewer than nine quarter hours may be chosen from any one area. Courses used to satisfy the preceding English/Communication or Social Science requirements may not be used again for this elective requirement.		1. A total of no fewer than nine quarter hours of electives to be selected from any of the following three areas: a. Humanities b. Science and Mathematics c. Social Science 2. Courses used to satisfy the preceding English/Communication or Social Science requirement may not be used again for this elective requirement.

Summary of Chronology of Specific Education Requirements for Degrees at Cuyahoga Community College

(1963-64) - (1964-65)	(1965-66) - (1967-68)	(1968-69) - (1972-73)	(1973 - 74)	(1974 - 75)	(1975 - 76)	(1976 - 77) - (1977 - 78)
ALL STUDENTS						
As Defined Below	*	* Standardized Test now Administered by College	*	*	*	*
	Health 101 or 2 Semester Hours P.E.	Health 101 or 3 Quarter Hours P.E.	*	*	*	*
ASSOCIATE IN ARTS						
3 Semester Hours of Health	English 091, 092 & 101 English 091 & 101 English 101 & 102	English 091 092, 093 & 101 English 091, 101 & 102 English 101, 102 & 103	*	*	*	*
Eng. 091 & 092 or Eng. 091 & 101 Eng. 101 PLUS 6 Semester Hours in English or Speech	History 101 & 102 History 151 & 152 Political Science 101 & 102 Social Science 101 & 102	History 101, 102 & 103 History 151, 152 & 153 Political Science (any 3 courses) Social Science 103, 104 & 105	* PLUS History 170, 171 & 172	*	* EXCEPT Social Science 103 OR Sociology 101, Social Science 104 & 105	*
ASSOCIATE IN SCIENCE						
6 Semester Hours in U.S. History &/or American Government &/or Western Civilization PLUS 6 Additional Semester Hours of Social Sciences	English 091 & 092 English 091 & 101 English 101 & 102 English 091 & Speech 101 English 101 & Speech 101	English 091, 092 & 093 English 091, 101 & 102 English 101, 102 & 103 English 091, 092, & Speech 101 English 101, 102 & Speech 101	*	*	*	English 091, 092 & 093 English 091, 101 & 102 English 101, 102 & 103 Eng. 091, 092 & Speech Comm. 100 or 101 Eng. 101, 102 & S.C. 100 or 101
	As Listed for A. A.	As Listed for A. A.	As Listed for A. A.	*	As listed for A. A.	*
ASSOC. IN APPLIED BUSINESS						
				*	*	As Listed for A. A. S.
				*	As Listed for A. A.	* PLUS Geography 103, History 181 Economics 151 or History 251

KEY

Minimum Competency in Mathematics defined as
a) Completion of any Mathematics course at Tri-C, or
b) Satisfactory score on the mathematics portion of SAT or ACT, or
c) Satisfactory score on a standardized mathematics test approved by the College.

Mathematics

HEALTH / PHYSICAL EDUCATION

ENGLISH / COMMUNICATION

Satisfactory completion of one of the indicated sequences.

SOCIAL STUDIES

PREPARED BY: Mary M. Koleski

SPONSORED BY: EDUCATIONAL RESEARCH AND EVALUATION SERVICES

SOURCES: College Catalogs and College Personnel

* - See previous Column

A mere chronology of degree requirements and a listing of proposed and actual alterations will be of little assistance if they are not placed in perspective. Statements of the Philosophy, Educational Objectives and Purposes of the College were formulated with the approval of the Board of Trustees and are presented to the students as an integral part of the College Catalog. Copies of these statements are included in Appendix IV to establish guidelines for the Curriculum Committee's deliberations.

Any decisions involving changes in degree requirements should be made to further the best interests of the students and the community in accordance with the stated goals of the College. They should also be made with full awareness of the educational issues involved in the establishment of general educational requirements amounting to somewhat more than 25 percent of the total degree credits. A discussion of these issues follows.

EDUCATIONAL ISSUES

> Taken as a whole education seeks to do two things; help young persons fulfill the unique, particular functions in life which is in them to fulfill, and fit them so far as it can, for those common spheres which, as citizens and heirs of a joint culture, they will share with others.[1]

The founders of Cuyahoga Community College proclaimed themselves to be firm believers in general education. Their rationale was multi-faceted. They believed that each graduate should have been exposed to "those phases of learning which should be the common experience of all men and women,"[2] that common core of "eternal truths" (of Western civilization) in which all educated persons should be schooled so that as participating members of a democratic society they can understand each other, and what they themselves are doing.[3] Students should be given the opportunity to come in "contact with both man's emotional experience as an individual and his practical experience as a gregarious animal."[4] While students might seek the intensely focused specialization of a particular degree program, it was the obligation of the College to broaden their vistas, to expose them to a wider range of experiences, to awaken curiosities, to create new intellectual interests. This would help students see their chosen avenue of endeavor as part of a total landscape, offering them greater understanding of their own choices as well as those of others, and the opportunity to see their "cultural heritage in its historical perspective," "to enjoy the benefits of a rewarding and productive vocation," and "to acquire a positive attitude toward and strengthened foundation for lifelong learning."[5]

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[1] General Education in a Free Society, Report of the Harvard Committee (Cambridge, Mass. Harvard University Press, 1945) pg. 4.

[2] Dictionary of Education (New York, N.Y., McGraw Hill Book Co., 1973) p. 258.

[3] Interview with Dr. Ellis M. Benson, 12/77.

[4] James B. Conant, General Education in a Free Society, op. cit. p. viii.

[5] Philosophy and Educational Objectives of the College, #1, 10, 11, Cuyahoga Community College Catalog, p. 11.

It was hoped that two years' attendance at Cuyahoga Community College would not be "more of the same," that is, a mere repetition of what students had experienced through elementary and secondary schools. Instead, by demanding "excellence of classroom presentation, from the faculty as well as the students,"[1] the latter might have a "greater sphere of influence than when they emerged from high school."[2]

While a community college fills a unique position in the hierarchy of educational institutions, it is not a proprietary school. Its graduates must be more than vocational specialists. In order to meet its educational objectives, the College must produce citizens who "recognize and guard the rights and responsibilities of citizenship in a free society" and "achieve satisfactory personal, social and community relationships."[3] Any students not interested in this kind of education should have the privilege of taking any of the skill courses they want in order to receive a certificate. "But if they bear the stamp of approval of the institution with one of its degrees then they ought to be reasonably well educated."[4]

In a discussion of the function of the school, Hilda Taba[5] has defined three roles which it may emphasize: 1) to preserve and transmit the cultural heritage; 2) to serve as an instrument for transforming culture; and 3) to insure individual development. These three aspects of educational emphasis can come into conflict if one is stressed to the exclusion of the others. However, in stating the purposes of the College, the Board of Trustees[6] set forth a number of student objectives which, if achieved, would fulfill all three goals. Students would gain more understanding of "the wisdom of the ages", their cultural heritage.

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[1] Interview with Prof. Jack Porter, 12/77.

[2] Interview with Dr. Richard Romoser, 12/77.

[3] Cuyahoga Community College catalog, #3, #6 loc. cit.

[4] Interview with Dr. Charles Chapman, 1/17/77.

[5] Hilda Taba, Curriculum Development, Theory and Practice, (New York, N.Y., Harcourt, Brace & World, Inc., 1962)

[6] Official Plan for Cuyahoga Community College, November 28, 1962. p. 17-18.

With knowledge and understanding they can make better choices about those portions of the culture they wish "to preserve and transmit," and those they wish to "transform."

> All decisions about education... are made within the context of a society. The values and forces of that society determine not only what manner of man exists but also to some extent what manner of man is needed.[1]

Development of the individual is achieved not only through specialized degree programs, but through general education as well. "...'General' education, concerned with the problems all men have in common, is distinct from the 'specialized' training addressed to the differences among them."[2]

> ...the purpose of the college is the training of the whole student, not of his mind alone...in education and in living, intelligence is not enough. Intelligence is not enough because thinking is only part of living; because students come to college not only for the training of their minds but also for the enrichment of their lives as people; because college students need the advice and direction of mature and experienced adults who understand their problems; because...they seek to know themselves; because such self-knowledge is emotional and social and spiritual as well as intellectual, because not only the student's mind comes to college but also his body; because, as most alumni will testify, the lessons in human relations learned from one's fellow students complement the lessons learned from books and professors; because

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[1] Taba, op. cit., pg. 25.

[2] Earl James McGrath, Introduction to B. Lamar Johnson, General Education in Action; A Report of the California Study of General Education in the Junior College, (Washington, D.C., American Council on Education, 1952) p. xviii.

> college is not only an intellectual enterprise but also a social and spiritual environment, because society expects from college graduates not only intelligence but also civilized attitudes, matured emotions, and cultivated character.[1]

A prime concern of the College is the imparting of the knowledge, skills and attitudes needed by each individual to become effective as a person, as a member of a family, as a worker and as a citizen in a free society.[2] *

Because of pressure from the Ohio Board of Regents to reduce the total number of credit hours for some of the Applied Degree programs, there is an emergence of what some educators call the versus arguments that plague education[3] -- liberal versus vocational education, theoretical versus practical education, and so forth. Degree Requirement Committees in the past have arrived at compromise proposals. There is no reason to believe that agreement cannot be reached in present deliberations. The objectives of Tri-C have not been changed. The means to achieve the education of "whole" students at Cuyahoga Community College need modification.

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[1] W. H. Cowley, "Intelligence is Not Enough," Journal of Higher Education, IX (1938), 476.

[2] Cuyahoga Community College Catalog, p. 12.

[3] cf. Taba, op. cit. pg. 30.

* General Education in Action: A Report of the California Study of General Education in the Junior College by B. Lamar Johnson, cited by Dr. Ellis Benson as a landmark study in general education, was used by the 1967 Ad Hoc Committee on Graduation Requirements as a basis for its studies. The statement of goals in this report is compatible with the Philosophy, Educational Objectives and Purposes of Cuyahoga Community College (catalog, p. 10-12). Excerpts of the report are included as a Supplement for the benefit of Committee members who may not be familiar with it.

APPENDICES

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APPENDIX I

DEGREE REQUIREMENTS FOR ALL STUDENTS (1963-64)-(1964-65)

An Associate degree will be granted to the student completing the requirements stated below:

A. SEMESTER HOURS OF WORK

The satisfactory completion of not less than 62 semester hours. The final 6 semester hours of the degree requirements must be earned at Cuyahoga Community College.

B. ENROLLMENT REQUIREMENTS

Not less than 15 semester hours must be earned at Cuyahoga Community College.

C. SCHOLARSHIP REQUIREMENTS

A student is required to attain a "C" (2.00) average for all work at Cuyahoga Community College.

1. Minimum competency in English is required as verified by any of the following course patterns:

   English 091 and English 092; English 091 and English 101; or English 101. A grade of "C" must be attained in the final course of the pattern undertaken.

2. Minimum competency in mathematics is required as verified by one of the following:

   Any mathematics course satisfactorily completed at Cuyahoga Community College or achievement of a satisfactory score on a standardized mathematics test approved by the College or a satisfactory score on the mathematics portion of the ACT or SAT.

D. COURSE REQUIREMENTS

1. *Major*—The completion of a systematic sequence of courses consisting of a minimum of 24 semester hours leading to a well-defined objective.

2. The completion of specified courses required of all students: Not less than 6 semester hours of English and/or speech, not less than 6 semester hours of United States history and/or American government and/or western civilization, not less than 3 semester hours in health education.

3. The completion of the minimum requirements from three of the following groupings which shall be outside the student's major field of study. Courses taken to fulfill requirement D-2 may not be applied to fulfill the requirements of this section.

   a. Applied Arts—Not less than 4 semester hours selected from business, engineering, technology, physical education.

   b. Fine Arts—Not less than 3 semester hours in fine arts—music, art, theater arts.

   c. Literature and Language—Not less than 6 semester hours selected from literature, foreign language, speech, or journalism.

   d. Science—Not less than 5 semester hours selected from life or physical sciences or mathematics.

   e. Social Sciences—Not less than 6 semester hours selected from the area of social sciences.

Students intending to transfer to junior and senior work may substitute the Freshman and Sophomore requirements of their selected institutions providing that those requirements are not less than the above.*

*1964-65 Catalog

APPENDIX II

DEGREE REQUIREMENTS AS REVISED FOR 1965-66

ASSOCIATE IN ARTS DEGREE

A student must be in good standing to be eligible for graduation from Cuyahoga Community College. An Associate in Arts degree will be granted to the student completing the following requirements:

A. GENERAL REQUIREMENTS

1. The satisfactory completion of no fewer than 62 semester hours.
2. The completion of no fewer than 20 of the above 62 semester hours while in attendance at Cuyahoga Community College. A student is to attain a C (2.00) average for all work at the College.

B. SPECIFIC REQUIREMENTS

1. Minimum competency in communication as verified by one of the following patterns:
   English 091, English 092 and English 101, or English 091 and English 101, or English 101 and English 102.

2. The completion of no fewer than six semester hours selected from the following:
   History 101 and History 102, or History 151 and History 152, or Political Science 101 and Political Science 102, or Social Science 101 and Social Science 102.

3. The completion of Health Education 101 or no fewer than two semester hours of physical education.

4. Minimum competency in mathematics as verified by one of the following:

   Any mathematics course satisfactorily completed at Cuyahoga Community College, or achievement of a satisfactory score on a standardized mathematics test approved by the College, or a satisfactory score on the mathematics portion of the ACT or SAT.

C. ELECTIVE REQUIREMENTS

Six semester hours of electives are to be selected from three of the following areas: (Courses taken to fulfill specific requirements may not be applied to fulfill an elective requirement.)

Humanities, Science and Mathematics, Social Sciences and Technical-Occupational.

ASSOCIATE IN SCIENCE DEGREE

A student must be in good standing to be eligible for graduation from Cuyahoga Community College. An Associate in Science degree will be granted to the student completing the following requirements:

A. GENERAL REQUIREMENTS

1. The satisfactory completion of no fewer than 62 semester hours.
2. The completion of no fewer than 20 of the above 62 semester hours while in attendance at Cuyahoga Community College. A student is to attain a C (2.00) average for all work at the College.

B. SPECIFIC REQUIREMENTS

1. Minimum competency in communication as verified by one of the following patterns:
   English 091 and English 092, or English 091 and English 101, or English 101 and English 102, or English 091 and Speech 101, or English 101 and Speech 101.
2. The completion of no fewer than six semester hours selected from the following:
   History 101 and History 102, or History 151 and History 152, or Political Science 101 and Political Science 102, or Social Science 101 and Social Science 102.
3. The completion of Health Education 101 or no fewer than two semester hours of physical education.
4. Minimum competency in mathematics as verified by one of the following:
   Any mathematics course satisfactorily completed at Cuyahoga Community College, or achievement of a satisfactory score on a standardized mathematics test approved by the College, or a satisfactory score on the mathematics portion of the ACT or SAT.

C. ELECTIVE REQUIREMENTS

Six semester hours of electives are to be selected from two of the following areas: (Courses taken to fulfill specific requirements may not be applied to fulfill an elective requirement.)

Humanities, Science and Mathematics, and Social Sciences.

In addition to the requirements listed above, a student must fulfill the curricular requirements for the particular program as listed in the Suggested Semester Sequences. *

APPENDIX III

ASSOCIATE OF ARTS DEGREE

SPECIFIC GRADUATION REQUIREMENTS

Minimum competency in communication as verified by one of the following sequences:
a. English 091, 092, 093, and 101.
b. English 091, 101 and 102.
c. English 101, 102, and 103.

The completion of Health 101 or three quarter hours of physical education.

Minimum competency in mathematics as verified by one of the following:
a. A satisfactory score on the mathematics portion of ACT or SAT.
b. Any mathematics course satisfactorily completed at Cuyahoga Community College.
c. Achievement of a satisfactory score on a standardized mathematics test administered by the College.

1968-69	1977-78
The completion of one of the following sequences:*	The completion of one of the following sequences:*
a. History 101, 102 and 103. b. History 151, 152 and 153. c. Political Science (any three courses). c. Social Science 103, 104 and 105.	a. History 101, 102 and 103. b. History 151, 152 and 153. d. Political Science (any three courses). e. Social Science 103 or Sociology 101, Social Science 104 and 105.

*History 101, 102 and 103 - Man and Civilization
History 151, 152 and 153 - United States History
History 170, 171 and 172 - History of Africa and The Negro in American Culture

SPECIFIC GRADUATION REQUIREMENTS

Associate in Science 1968-69	Associate of Applied Science 1977-78	Associate of Applied Business 1977-78
1. Minimum competency in communication as verified by one of the following sequences: a. English 091, 092, and 093. b. English 091, 101 and 102. c. English 101, 102 and 103. d. English 091, 092 and Speech 101. e. English 101, 102 and Speech 101.	1. Minimum competency in communication as verified by one of the following sequences: a. English 091, 092 and 093. b. English 091, 101 and 102. c. English 101, 102 and 103 d. English 091, 092 and Speech Communication 100 or 101. e. English 101, 102 and Speech Communication 100 or 101.	1. Minimum competency in communication as verified by one of the following sequences: a. English 091, 092 and 093. b. English 091, 101 and 102. c. English 101, 102 and 103. d. English 091, 092 and Speech Communication 100 or 101. e. English 091, 092 and Speech Communication 100 or 101.
2. The completion of one of the following sequences:* a. History 101, 102 and 103. b. History 151, 152 and 153. c. Political Science (any three courses). d. Social Science 103, 104 and 105.	2. The completion of one of the following sequences:* a. History 101, 102 and 103. b. History 151, 152 and 153. c. History 170, 171 and 172. d. Political Science (any three courses). e. Social Science 103 or Sociology 101 Social Science 104 and 105.	2. The completion of one of the following sequences:* a. History 101, 102 and 103. b. History 151, 152 and 153. c. History 170, 171 and 172. d. Political Science (any (three courses). e. Social Science 103 or Sociology 101, Social Science 104 and 105. f. Geography 103, History 164, Economics 151 or History 251.
	3. The completion of Health 101 or three quarter hours of physical education.	
	4. Minimum competency in mathematics as verified by one of the following: a. A satisfactory score on the mathematics portion of the ACT or SAT. b. Any mathematics course satisfactorily completed at CCC. c. Achievement of a satisfactory score on a standardized mathematics test administered by the College.	

*History 101, 102 and 103 - Man and Civilization; History 151, 152 and 153 - United States History; History 170, 171 and 172 - History of Africa and The Negro in American Culture

[1]Geography 103 - Economic Geography; History 164 - American Urban History; Economics 151 - Development of the American Economy; History 251 - Economic History of the United States.

GENERAL GRADUATION REQUIREMENTS FOR ALL DEGREE STUDENTS

1. The satisfactory completion of no fewer than 93 quarter hours.
2. The completion of no fewer than 30 of the above 93 auqrter hours while in attendance at Cuyahoga Community College. A student is to attain a "C" (2.00) average for all work at the College.

ELECTIVE GRADUATION REQUIREMENTS

Associate of Arts	Associate of Applied Science Associate of Applied Business
A total of no fewer than 27 quarter hours of electives to be selected from any three of the following four areas: a. Humanities. b. Science and Mathematics. c. Social Sciences. d. Career Programs, including Technical and Business offerings.	A total of no fewer than 18 quarter hours of electives to be selected from any two of the following three areas: a. Humanities. b. Science and Mathematics. c. Social Sciences.
No fewer than nine quarter hours may be chosen from any one area. Courses used to satisfy the preceding Communication or Social Science requirements may not be used again for this elective requirement.	No fewer than nine quarter hours may be chosen from any one area. Courses used to satisfy the preceding Communication or Socail Science requirements may not be used again for this elective requirement.
	In addition to the preceding requirements, a student is to fulfill the curricular requirments for the particular program as listed near the end of this *Catalogue* under SUGGESTED QUARTER SEQUENCES.

Philosophy and Educational Objectives of the College

Cuyahoga Community College's dedication to the concept that the individual talent and flore of America's citizenry constitute the nation's most valuable resource was incorporated in the following Mission Statement developed in 1975 by its faculty, staff, students, Trustees and community representatives:

> Cuyahoga Community College is a public, open-door two-year community-based college accessible with a minimum of barriers to all. Its mission is to provide low-cost, quality, lifelong educational opportunities and to assume leadership in a metropolitan, multi-racial setting for meeting the changing needs and improving the quality of life for the individual and the community.

The College welcomes those who wish to develop abilities beyond their present skills; whether students plan to continue studies at a four-year college, pursue vocational or professional programs, or undertake studies that will broaden their cultural or social lives. CCC believes it must give students a better understanding and appreciation of themselves and their environment and help them evaluate objectively new ideas and concepts. Since learning extends beyond the classroom and the campus, CCC strives to promote the intellectual activities of the community and to help enrich the culture of the area which it serves. Such a philosophy requires that Cuyahoga Community College maintain and heighten academic teaching excellence.

The College, therefore, has committed itself to extend broad educational opportunities to the youth and adults of its community. It has established the corollary requirement of high performance from all those who participate in its programs.

In pursuit of these objectives, the College offers a diverse and well-conceived curriculum. It maintains a staff of superior instructors whose prime duties revolve around their teaching assignments. It has accepted the challenge of providing an environment conducive to learning, with special emphasis on library and laboratory resources. The College encourages independence of thought and action as essential ingredients of a functioning democracy, stressing the development of value judgment and self-discipline.

Cuyahoga Community College expects all students to achieve competence in the fundamental processes of reading, writing, speaking, listening and computation. All students are expected to develop an appreciation of the scientific method in the solution of problems.

Another prime concern of the College is that students develop an awareness of the unique values that are our national heritage, including the primacy of moral and spiritual concerns. Axiomatically, the College expects its students to manifest an increasing sensitivity to those responsibilities inherent in American citizenship. As one way

of fulfilling these responsibilities, the College seeks to inspire each student to achieve and maintain a high level of occupational proficiency.

Furthermore, Cuyahoga Community College expects all students to show their respect for this educational opportunity through appropriate behavior. Students are to maintain regular attendance, display exemplary conduct, and apply themselves diligently in the quest for the wisdom and knowledge upon which their contributions to society will be based.

Planning and policy-making by the Trustees of the College have been consistent with the purposes and objectives of the two-year college. Specifically, the *Official Plan for Cuyahoga Community College*, adopted by the Board of Trustees on Nov. 28, 1962, sets forth the following student objectives:

1. To see one's cultural heritage in its historical perspective.
2. To live effectively in accordance with the conditions of one's physical environment.
3. To recognize and guard the rights and responsibilities of citizenship in a free society.
4. To guide one's life by sound moral and spiritual values.
5. To appreciate and participate in creative activities.
6. To achieve satisfactory personal, social and community relationships.
7. To apply critical and discriminating thought to the solution of problems.
8. To accept responsibility for one's decisions.
9. To develop the basic skills of communication.
10. To enjoy the benefits of a rewarding and productive vocation.
11. To acquire a positive attitude toward and strengthened foundation for lifelong learning.

Purposes of the College

Cuyahoga Community College exists through the support of the county and state in which it resides. As a locally controlled and administered institution, the College is especially attuned to its own community — Cuyahoga County.

This close identification with its home area, one of the prime advantages of the comprehensive community college, leads to a diversity of educational, occupational and cultural offerings designed specifically to meet the needs of the area's residents. Some of these offerings are traditional or conventional, but many represent a bold and imaginative step beyond the ordinary.

Recognizing that students differ greatly in experience, needs, capacities, aspirations and interests, the College pursues the following major purposes:

1. **Academic preparation for advanced formal study.** ● The Arts and Sciences curriculum at Cuyahoga Community College includes courses normally taken the first two years at a four-year institution awarding the Bachelor's degree. The student may

follow this University Parallel sequence for one or two years and then transfer to a four-year institution to continue working toward a Bachelor's degree.

2. **Career preparation.** ● A broad range of Technological, Business and other occupational offerings are available at the College. Course sequences prepare students for careers in fields where increasingly critical manpower shortages exist. The Career Program at Tri-C also offers courses for those who wish to refresh or improve their present skills.
3. **Community services — adult education.** ● As a result of its close identification with the needs of the community, the College is able to provide representative cultural, educational and occupational offerings as determined by public interest. Community services are offered in cooperation with other educational institutions, business, labor, government, health agencies, individuals and organizations within the community.
4. **General education.** ● A prime concern of the College is the imparting of the knowledge, skills and attitudes needed by each individual to become effective as a person, as a member of a family, as a worker and as a citizen in a free society.
5. **Educational and occupational counseling.** ● Comprehensive counseling service is stressed to assist both full-time and part-time students in the selection and pursuit of goals compatible with their interests, aptitudes and values.*

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*Catalog p. 10-12

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Dr. Charles Chapman
Dr. Nancy Dowding
Dr. Curtis Jefferson
Dr. John Koral
Dr. Alfred Livingston
Dr. James Lorion
Prof. Jack Porter
Dr. Richard Romoser
Dr. Fred Sutton